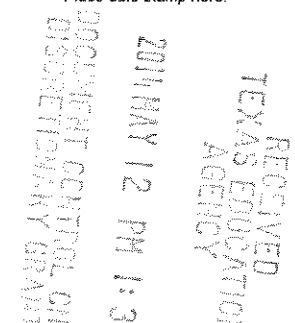


**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</div>	Place date stamp here. 
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information							
Organization name		County-District #		Campus name/#		Amendment #	
Riviera ISD		137903		Kaufer High School – 137903001; Nanny Elementary 137903101			
Vendor ID #		ESC Region #		US Congressional District #		DUNS #	
74-6001982		2		34		184248946	
Mailing address				City		State ZIP Code	
203 Seahawk Drive				Riviera		TX 78379-3631	
Primary Contact							
First name		M.I.	Last name			Title	
Karen		M	Unterbrink			Superintendent	
Telephone #		Email address				FAX #	
361-296-3101		kunterbrink@rivieraisd.us				361-296-3108	
Secondary Contact							
First name		M.I.	Last name			Title	
Jose			Betancourt			Business Manager	
Telephone #		Email address				FAX #	
361-296-3101		jbetancourt@rivieraisd.us				361-296-3108	

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Karen	M	Unterbrink	Superintendent
Telephone #	Email address		FAX #
361-296-3101	kunterbrink@rivieraisd.us		361-296-3108
Signature (blue ink preferred)	Date signed		

Only the legally responsible party may sign this application.

701-14-107-107

Schedule #1—General Information (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the applications is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Riviera ISD is a unique rural school district located on the fringe of the King Ranch in deep South Texas located on one of Texas' most remote and rural counties, Kleberg. The boundaries of Riviera ISD extend far south encompassing a geographic area that serves students actually on the King Ranch nearly an hour away making afterschool services difficult and requiring creative solutions for serving the impacted students. Additionally, Riviera ISD is located remotely thirty minutes south by way of Highway 77 from Kingsville to the north where college access at Coastal Bend College and Texas A&M University – Kingsville is available but distant. These geographic extremes position Riviera ISD to meet some unique and distinct challenges in striving to implement a College and Career Readiness focus on student achievement in this small rural district that serves a population of 56% low-socioeconomic and 65.6% Hispanic students. These challenges are impacted by innovative efforts in the district to provide options for instruction such as Dual Credit or internet access of digital content for elementary students who sometimes spend hours on school buses between home and school. Funding from this initiative will also support Mi-Fi devices on school buses for students who travel distances of an hour or more per day to attend dual credit courses. Making mobile Mi-Fi available will maximize student learning time. Research tells us that increased learning time has the greatest potential impact on student learning and finding creative ways to maximize learning time are critical (Center on Educational Policy, 2012).

Prioritization of Campuses most in need of Lending Technology: Riviera ISD has unique student needs that are not always readily evident on state mandated testing. As is the case in many rural school districts that serve small numbers of students per grade level, issues such as teacher quality, varying numbers of students from one grade to the next, and uneven student achievement can cause dramatic variations from one grade level of students to the next. Finding options to fill these student achievement gaps through extended learning time by placing internet and computer hardware in homes of low-socioeconomic students so those students can take advantage of digital content outside of the school day is critical. These gaps are evident in Riviera ISD from grades 3-12 in longitudinal analysis of groups of students progressing for example in math in grade 4 at 67% Phase I, Level II only up from 64% the year before for the same group of students. Also of concern are low-socioeconomic student gains and growth between grade 4 and 5 in math increased from a low of 38% to 63%. Of additional note at the elementary campus level are low-socioeconomic student scores in Science at 53% in 2012-2013. Moreover, looking at the secondary campus, student achievement in 2012-2013 on STAAR in math at grade 8 was 47% for all students with Hispanic subpopulations at 36% Phase I Level II, and 39% Phase I Level II for Economically Disadvantaged students. Algebra I students scored 61% passing Phase I, Level II with Hispanic students scoring 55% at Phase I Level II. Eighth grade Science students scored at 74% with 59% of Hispanic students at Phase I Level II. All students in grades 3-12 will be targeted including all subpopulations of Special Education students and digital content to support their learning. A closer look at Riviera ISD evidences the need for this grant initiative. The proposed lending technology in this initiative will consist of 200 plus laptops, graphing calculators, and Mi-Fi internet access to compliment current lending technology already offered in the district through home-loan graphing calculators and classroom teacher access to mobile computers.

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Subject Area/Grade Level Using Digital Content: The district has adopted digital content: ALEKS online math remediation and acceleration, Sapling Learning (one of the Texas state adopted systems) for online learning in science subjects of biology and chemistry, Think thru Math, and, Odyssey Ware which is used for Credit Recovery, acceleration, and flexible scheduling. All state adopted textbooks are online as well. High school students are enrolled in online Dual Credit courses through Lamar University, TX Virtual School, Texas A&M University – Kingsville, and Coastal Bend College Onsite as well as Online. Other forms of access to digital content including internet research are desirable and would be facilitated by receipt of this grant funding.

Equitable Access to Lending Technology and Internet Access including ECODIS and SPED pops: Students in targeted grades in this application will have opportunity to check out laptop devices and Mi-Fi internet access devices per district policy as described in the district technology plan and acceptable use policy and that process will be honed as needed during the implementation of the project. Devices will be barcoded and scanned into the district technology inventory software. While this application does not fund enough laptops or Mi-Fi devices for 100% of all students at the targeted grade levels, efforts will be made to make access equitable for all students who need it most. District and campus surveys have been conducted and will be throughout the project to ensure that the distribution of devices provides access to those students in most need. Mobile Mi-Fi devices have been the internet solution of choice due to the multiple user internet access available with each Mi-Fi. Thus, siblings at two campuses living in one household could be served by one Mi-Fi device. District and campus personnel will disaggregate data between campuses to determine where one household is serving siblings so that there is not a duplication of the distribution of devices.

How this Lending Facilitates Accomplishment of Objectives of District Tech Plan: Providing internet access and access to laptop devices facilitates the mission and vision of the district technology plan as well as the district mission and vision as elaborated in the district and campus improvement plans. In summary Riviera targets “integrating learning skills and 21st century tools so that Riviera ISD students fully understand material in a current context that will allow them to function effectively in personal, community and workplace environments” and to “be able to work and compete in an ever-changing global society in the 21st century.” Moreover, with regard to acceptable use policies as defined in that document and the district technology plan, consideration given to controlling internet content accessed by the internet devices, all school equipment logging into the internet through the Mi-Fi devices will be redirected through the district content filter. In addition to the district content filter; there will be a requirement that parents and students sign an acceptable use policy agreement for internet access on any residential technology that may be used to access internet through these devices.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 137903			Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410			
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$33,326	\$	\$33,326	
Schedule #9	Supplies and Materials (6300)	6300	\$9810	\$	\$9810	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$56938	\$	\$56938	
Total direct costs:			\$99,974	\$	\$99974	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$99974	\$	\$99974	
Administrative Cost Calculation						
Enter the total grant amount requested:					\$ NA	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.						
This is the maximum amount allowable for administrative costs, including indirect costs:					\$ NA	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other:	\$	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	
Professional Services, Contracted Services, or Subgrants Less Than \$10,000			
#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	218 Chrome Config SVC	<input type="checkbox"/>	\$2834
2		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$2834
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000			
Specify topic/purpose/service: Home Internet Access for Students		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Mobile Internet service for students to checkout and take home (40 Verizon Mi-Fi 3G Mobile Broadband unlimited data)			
Contractor's Cost Breakdown of Service to Be Provided			Grant Amount Budgeted
1	Contractor's payroll costs # of positions: 1		\$
	Contractor's subgrants, subcontracts, subcontracted services		\$30,392
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:			\$33,326

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 137903		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$2834	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$30,392	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$33226	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)								
County-District Number or Vendor ID: 137903				Amendment number (for amendments only):				
Expense Item Description								
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted		
	<input type="checkbox"/>	Print shop fees	<input type="checkbox"/>	Technology-related supplies				
	<input type="checkbox"/>	Postage	<input type="checkbox"/>	Other:				
	<input type="checkbox"/>	Copy paper	<input type="checkbox"/>	Other:				
6399	Technology Hardware—Not Capitalized						Grant Amount Budgeted	
	#	Type	Purpose	Quantity	Unit Cost			
	1	Laptop sleeve	Protect laptop computer	218	\$15	\$3270		
	2				\$			
	3				\$			
	4				\$			
	5				\$			
6399	Technology software—Not capitalized					6540		
6399	Supplies and materials associated with advisory council or committee					\$		
Subtotal supplies and materials requiring specific approval:						\$		
Remaining 6300—Supplies and materials that do not require specific approval:						\$		
Grand total:						\$9810		

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 137903			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	
66XX/15XX—Technology hardware, capitalized					
2	Samsung Chromebook	219	\$260	\$56,938	
3			\$	\$	
4			\$	\$	
5			\$	\$	
6			\$	\$	
7			\$	\$	
8			\$	\$	
9			\$	\$	
10			\$	\$	
11			\$	\$	
66XX/15XX—Technology software, capitalized					
12			\$	\$	
13			\$	\$	
14			\$	\$	
15			\$	\$	
16			\$	\$	
17			\$	\$	
18			\$	\$	
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	
20			\$	\$	
21			\$	\$	
22			\$	\$	
23			\$	\$	
24			\$	\$	
25			\$	\$	
26			\$	\$	
27			\$	\$	
28			\$	\$	
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	
Grand total:				\$56,938	

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			375 (in grades 3-12)	
Category	Number	Percentage	Category	Percentage
African American	2	.4%	Attendance rate	96%
Hispanic	310	65.1%	Annual dropout rate (Gr 9-12)	0.4%
White	157	33 %	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	89%
Asian	2	.4%	TAKS commended 2011 performance, all tests (sum of all grades tested)	6%
Economically disadvantaged	267	56.1%	Students taking the ACT and/or SAT	100%
Limited English proficient (LEP)	9	1.9%	Average SAT score (number value, not a percentage)	847
Disciplinary placements	11	2.1%	Average ACT score (number value, not a percentage)	19

Comments

Of concern in the achievement data above is the 6% Commended based on the 2011 TAKS scores. With the increased and more rigorous STAAR standards and the requirement for ALL students to demonstrate growth, ways to increase the quality, rigor, and quantity of student learning are imperative. Moreover of concern is that while the district has pushed in the last five years for 100% of students to take ACT or SAT, scores lag behind. Of the 100% of students testing on SAT or ACT, only 12% Met Criteria which compared to the state average of 25% and the regional average of 16% is unacceptable.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					20	19	28	17	45	47	42	47	51	59	375
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					20	19	28	17	45	47	42	47	51	59	375

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Schedule #13—Needs Assessment

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As of the 2010 census, Riviera had a total population of 663. Riviera, located in Kleberg County, has a median income per household of \$36,084. The per capita income for the city is \$21,137. Population below the poverty line is 25%. These families comprise the student population in Riviera ISD which is 56.3% economically disadvantaged. As is the case in many rural districts, they are fed by schools located in other communities. For example, in addition to the geographic extremes noted previously in this application, a nearby community of Sarita that serves students in PK-6 feeds into Riviera ISD. While Riviera ISD's poverty level is at 56%, Sarita is at 97%. Year after year, students who come from Sarita to Riviera ISD create challenges to serve these students. Thus, these low-socioeconomic students in Riviera ISD proper and Sarita as well by and large do not have technology, including internet access in their homes. Need for providing this access as related to student achievement and the ever-widening digital divide could be mediated by the ability not only to lend technology to students for use off campus in the form of laptops but also through provision of Mi-Fi internet devices.

Gaps are evident in Riviera ISD from grades 3-12 in longitudinal analysis of groups of students progressing for example in math in grade 4 at 67% Phase I, Level II only up from 64% the year before for the same group of students. Also of concern are low-socioeconomic student gains and growth between grade 4 and 5 in math increased from a low of 38% to 63%. Of additional note at the elementary campus level are low-socioeconomic student scores in Science at 53% in 2012-2013. Students entering the ninth grade are exiting the eighth grade where students struggled to pass the eighth grade science test for what will be two years in a row now. These students need technology access as they enter high school with the increased amount of digital content as part of the curriculum. Moreover, the concern of retention at particularly the ninth grade level with the campus having a high percentage of students not passing science and matriculating into the ninth grade forebodes retention at the ninth grade level. Research indicates grade retention as a predictor variable (Alexander et al., 1999; Ensminger & Slusarick, 1992; Grissom & Shepard, 1989; Rumberger, 1987, 1995). It is imperative that these gaps in achievement be addressed in Riviera by all means possible.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	100% of teachers will deliver curriculum and instruction that includes student centered inquiry based activities.	<ul style="list-style-type: none"> Teachers will share with students, technology resources that align directly to the Texas Essential Knowledge and Skills (TEKS) and Student Expectations. Teachers will create and utilize authentic assessments to evaluate student outcomes.
2.	State standardized Math, Science, English Language Arts/Reading and Social Studies will increase 10% and 100% of students will meet the proficient standards on the district technology application assessment.	<ul style="list-style-type: none"> Teachers and students will use creative thinking, innovative processes and problem-solving skills to construct knowledge, generate new ideas, and create digital and other products in all content areas. Students will demonstrate an understanding of technology concepts, systems, and operations on the district technology application assessment.
3.	Provide mobile devices for students that include multiple educational features, functions, and tools.	<ul style="list-style-type: none"> Purchase mobile devices. Provide internet safety and digital citizenship training Provide parent/student orientation and registration. Distribute mobile devices.
4	Provide students with residential MIFI connectivity/internet connection.	<ul style="list-style-type: none"> Purchase Mi-Fi connections. Provide student/parent orientations and registration. Distribute connections (Mi-Fi's).
5	100% of principals and teacher will be provided job-embedded professional learning opportunities.	<ul style="list-style-type: none"> Use Project Share for professional development. Provide iOS sessions (online/face to face) and Using Digital Content in the Classroom sessions.

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Schedule #14—Management Plan

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Cindy Pelagio, HS Principal	Will coordinate the grant project. She has experience in managing both state and federal grants as a school level administrator. She provides leadership in the coordination and administration of the instructional program and uses supervisory and management skills to administer campus level personnel functions.
2.	Tarrah Dobson, Elem. Principal	Will assist with coordinating the grant project. She has experience in managing federal grants as a school level administrator. She holds a Master's Degree in Curriculum and Instruction.
	Tim Etzler, Technology Coordinator	Will coordinate the grant project at the district level. Tim Etzler has served as technology director for several area districts over the last two decades. He currently supports technology in a collaborative arrangement for Riviera and Sarita ISD.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Provide students in grades 3-12 with residential internet access	1. Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district	10/01/2014	02/01/2015
		2. Purchase budgeted number of mobile internet devices	10/01/2014	02/01/2015
		3. Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.	10/01/2014	02/01/2015
2.	Provide students in grades 3-12 with access to individual laptop devices on an equitable basis	1. Use demographic student data to equitably distribute internet access devices including sibling data as well as concentration of student residences in district.	10/01/2014	02/01/2015
		2. Purchase budgeted number of mobile internet devices	10/01/2014	02/01/2015
		3. Ensure that all parent/student technology-lending agreements are signed and on file before devices distributed.	10/01/2014	02/01/2015
3.	Raise student achievement in math and science in grades 3-12	1. Provide internet access as described in this application devices	10/01/2014	02/01/2015
		2. Provide equitable access to laptop devices	10/01/2014	02/01/2015
		3. Monitor student achievement through various evaluation methods as described in this application and adjust as needed based on data collected.	10/01/2014	08/01/2016

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to solicit feedback and monitor progress on an ongoing basis, this Technology Lending Grant will use the Stufflebeam's CIPP Model of Evaluation. CIPP is a comprehensive framework for formative and summative evaluations of project, programs, and systems (Stufflebeam, 2003). CIPP stands for context, inputs, processes and products evaluation. Context evaluations ask what needs to be done. What are the problems? What are our goals? Input evaluations ask what needs to be done. What resources human or material do we need? What are our plans? Process evaluations assess the implementation of the plans. What should be done and is it being done correctly? What are our actions? Product evaluations identify and assess outcomes. Campus and district grant personnel will meet frequently early in the grant and as needed to ensure both curricular and fiscal implementation meets the timeline thresholds of 3 month and 6 month expenditures. Most importantly, while the CIPP will monitor the overall grant implementation process, concerted existing curriculum and instruction efforts in the district to monitor student achievement through a focused process of ongoing formative assessment of student progress through district and campus benchmarking as well as classroom unit assessments will continue. Data disaggregation through use of DMAC which generate accelerated instruction plans, and supports RTI as well as graduation plans and teacher evaluation, will continue to be the district's focus.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Riviera ISD is a small rural district and has had one major technology focused grant initiative, the Rural Utility Service Grant (RUS) in recent history that placed approximately \$400,000 (through grant and local matching funds) in technology upgrades throughout the district improving infrastructure throughout. This Tech Lending grant sustains and complements that initiative taking technology access into the 21st century by affording internet access into homes of students in need in Riviera ISD. Riviera currently has a small-scale district technology lending program supporting its vision to provide technology to students that it hopes to expand exponentially across the district with this initiative. Riviera also lends graphing calculators to students in need to take home to do homework. Riviera is committed to the success of this initiative. This initiative will serve as a pilot that hopefully can spawn additional revenue sources to support student achievement in Riviera ISD.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Review student performance in Math and Science for evidence of improved student achievement	1.	Student benchmark, Unit Assessment, Performance Indicator grades in Math & Science
		2.	Student report card grades in Math & Science
		3.	Teacher observation data collected through teacher survey each semester
2.	Review credit recovery evidence of improved student achievement	1.	Number of courses completed through use of offsite internet/laptop usage
		2.	Number of students promoting to grade ten having successfully completed ninth grade coursework
3.	Track student progress in all Math and Science classes at grades 3-12	1.	Amount of time logged offsite into Odyssey Ware, ALEKS and Think Through Math to review core content and complete assignments
		2.	Student report card grades in all core content areas, especially Math & Science
		3.	Student benchmark data in core content areas
4.	Improved student achievement in Math and Science in grades 3-12	1.	Student benchmark, Unit Assessment, Performance Indicator grades in Math & Science
		2.	Student report card grades in Math & Science
		3.	Checkout log for graphing calculators
5.	Surveys regarding benefits of internet access on their students' achievement	1.	Parent surveys each semester
		2.	Student surveys each semester
		3.	Teacher surveys each semester

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As noted, the CIPP formative evaluation process will be used on a formative basis to identify and correct any problems that may arise during the grant period. The team of the Tech Lending team will meet weekly to measure progress on that initiative. Aspects of data collection will be comprehensive encompassing curriculum and student achievement data and progress as well as formative assessment of the successful implementation and impact on student achievement of the lending technology at all grade levels 3-12 and in math and science. Similarly, ongoing meetings with the principals in collaboration with the district team will be conducted and coordinated as appropriate to ensure full implementation of the grant. The Stufflebeam's CIPP Model as noted previously in this application is a comprehensive framework for formative and summative evaluations of projects, programs and systems (Stufflebeam, 2003) that will be applied in this project.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This Technology Lending application will target third through twelfth graders in all math and science and all subpopulations of students in those grades including special education students in Riviera ISD for lending technology of Laptop-type devices and internet access. Students will have access to lending technology in form of multi-use Mi-Fi devices for internet access for whom many of the highest need students, internet access in their residence is nonexistent. The district technology plan notes technology-lending processes that will be helpful in facilitating this project especially for students whom need to recover credit through utilization of Odyssey Ware software, access to internet could provide that 24/7 access they need, will allow them to recover credit quickly and promote with their peers.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 137903

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed plan for internet access is to purchase internet service likely through Verizon Mi-Fi multi-user devices. Forty of these multi user devices are projected for purchase along with internet access. Potentially with five users allowed per device, siblings and neighbors could access internet with the potential for 200 users at one time. Logistics of distribution will be resolved to maximize equitable access and maximum access upon receipt of this potential funding including coordination across the two district campuses so that not more than one device is checked out per family since each device can serve five students. All school devices will require internet access to gain entrance through the district content filter. Thus, even if Mi-Fi devices are distributed to a particular student for a period of time, their peers can come over to do homework and access the same device. Moreover, the mobility of the selected Mi-Fi device will further facilitate the internet access.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The mission of Riviera ISD is to provide a unique and safe learning environment by engaging every student in rigorous academic experiences and enriching opportunities that inspire every student to think, learn, achieve, and to care. Riviera ISD is a College and Career Readiness focused district that has a vertically aligned curriculum K-12 that parallels state curriculum and College and Career Readiness standards. Riviera ISD exemplifies their College and Career mission through student opportunities ranging from Career and Technology offerings, various career certifications such as Certified Nurses' Assistants, Floral Design, Welding, Microsoft Office certification, and Pharmacy Technician, and dual credit opportunities through Lamar University and Coastal Bend College Online. Affording more students to have home internet access bodes to improve student achievement where students can spend more time at home accessing the various and multiple curriculum programs targeting specifically math and science improvement. Bridging the digital divide for students whom had not previously had internet access aligns with 21st century life access.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Grade levels have been selected for highest need based upon student achievement scores in math and science. Students at those grade levels will have priority access to both the laptop devices and internet access. The proposed plan for internet access is to purchase internet service likely through Verizon Mi-Fi multi-user devices. Forty of these multi user devices are projected for purchase along with internet access. Potentially with five users allowed per device siblings and neighbors could access internet with the potential for 200 users at one time. Logistics of distribution will be resolved to maximize equitable access and maximum access upon receipt of this potential funding including coordination across the two district campuses so that not more than one device is checked out per family since each device can serve five students. All school devices will require internet access to gain entrance through the district content filter thus even if Mi-Fi devices are distributed to a particular student for a period of time, their peers can come over to do homework and access the same device through the district server. Moreover, the mobility of the selected Mi-Fi device will further facilitate the internet access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Riviera Independent School District offers its students a quality educational environment with the highest level of academic success as its focused priority. Riviera ISD has worked hard to establish a viable curriculum, provide extensive professional development in mathematics and science concepts and effective instructional strategies, provide supplemental instructional materials, and promote parental involvement. Riviera ISD has integrated educational technology into the classrooms and has continuously maintained and improved technology offerings. Riviera offers interactive distance learning and computer labs available for students taking dual credit classes. Riviera ISD proposes to align interactive instructional resources that meet the high standards of College and Career Readiness. This technology lending program aligns with current curriculum, instruction, and classroom management policies and practices on both campuses in the district involved in this technology lending initiative. While content area scores in student achievement still lag behind, ongoing efforts to improve curricular focus across the district with newly hired academically focused campus principals who bring strong academic expertise themselves, will strongly support mediation of the academic and digital divide across the district. The Technology Lending Program funds will be used to supplement the overall improvement processes by providing instructional technology integration for students. Riviera ISD's administrators will work with teachers to develop supplemental instruction targeted to concepts and skills that challenge students while using technology for interaction among students. Having mobile devices and access to the internet will allow students to continue learning outside of the school day. An online resource such as Khan Academy provides 10-20 instructional segments especially designed for the computer and aligned to the district's curriculum. Other online resources that engage students in solving and explaining math problems, and science situations would be available for students through the technology lending grant.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Subject Area/Grade Level Using Digital Content: The district has adopted digital content: ALEKS online math remediation and acceleration, Sapling Learning (one of the Texas state adopted systems) for online learning in science subjects of biology and chemistry, Think thru Math, and, Odyssey Ware which is used for Credit Recovery, acceleration, and flexible scheduling. All state adopted textbooks are online as well. High school students are enrolled in online Dual Credit courses through Lamar University, TX Virtual School, Texas A&M University – Kingsville, and Coastal Bend College Onsite as well as Online. Other forms of access to digital content including internet research are desirable and would be facilitated by receipt of this grant funding.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Teachers in Riviera ISD have been provided professional development in the use of digital content. Additionally, teachers have been provided with professional development on use of Odyssey Ware software over the course of the last school year to support student use and their own data analysis of student use. Follow up professional development will be provided to new staff in 2014-2015 during the first three months of the grant. Finally, regarding the adoption of the ELA digital content, follow up professional development with the content provider will be scheduled and professional development will be provided to new teachers to the district to support implementation of that digital content to the grade levels 3-12 involved. Teachers also access professional development on Project Share and through iOS. One to one professional development on technology is supported by the technology coordinator as well.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Bandwidth and internet access in Riviera ISD has been a priority. Networks on campuses have been upgraded to provide dependable access to this remotely located rural district. The recent RUS grant was instrumental in that process with additional infrastructure upgrades such as new servers and upgrades to fiber replacing copper wiring having also been made. Additionally, Riviera ISD has an experienced instructional technology coordinator. When issues arise with equipment failures, this support staff will be available to assist. Likewise, email addresses of the technology coordinator will be provided and issued with the technology lending devices so that communication and technical support can be provided on an ongoing and timely basis. Additionally, the district technology coordinator will contribute in-kind technical support to ensure the success of the project.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 137903	Amendment # (for amendments only):
TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>The proposed plan for internet access is to purchase internet service likely through Verizon Mi-Fi multi-user devices. Forty of these multi user devices are projected for purchase along with internet access. Potentially with five users allowed per device siblings and neighbors could access internet with the potential for 200 users at one time. Logistics of distribution will be resolved to maximize equitable access and maximum access upon receipt of this potential funding including coordination across all four district campuses so that not more than one device is checked out per family since each device can serve five students. All school devices will require internet access to gain entrance through the district content filter thus even if Mi-Fi devices are distributed to a particular student for a period of time, their peers can come over to do homework and access the same device through the district server. Moreover, the mobility of the selected Mi-Fi device will further facilitate the internet access to this small rural district.</p>	
TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.	
<p>Riviera ISD has a dedicated technology coordinator. When issues arise with equipment failures, he will be available to assist. Likewise, the email address of the technology coordinator will be provided and issued with the technology lending devices so that communication and technical support can be provided on an ongoing and timely basis. Additionally, the district technology coordinator will contribute in-kind technical support to ensure the success of the project. The superintendent, Karen Unterbrink is a dedicated proponent of technology integration and will ensure that the initiative is implemented at a high level of fidelity to the grant proposal. Her expertise in all aspects of school leadership including curriculum and instruction, as well as, business and grant expertise demonstrates unparalleled capacity for the success of this initiative.</p>	

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Riviera District Tech Lending grant team in collaboration with campus lead teachers will oversee coordination of these grants on an in-kind basis using non-grant funds. Likewise the laptop-type devices and multi-user Mi-Fi's will be distributed through coordination of technology personnel on each campus in collaboration with library personnel to ensure equitable access for students and ensure that multiple multi –user devices do not get checked out simultaneously to the same home. All technology will be barcoded and scanned upon checkout and electronically monitored for return upon designated time. The district technology coordinator will ensure that the technology in this initiative stays in proper working condition on campuses. Ongoing weekly and other checkpoint meetings will monitor the assignment and distribution of the equipment to ensure equitable access.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 137903

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Riviera ISD District Technology Plan and Acceptable Use Policy address accountability of equipment and will be updated as needed to address the unique residential internet access provided in this potential funding. The laptop-type devices purchased will be insured and the quoted purchase price includes insurance protection.

The proposed Mi-Fi devices are provided free of charge when internet access is purchased; however, the district technology plan and acceptable use policy will be updated to address issues of loss/theft of the devices.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Riviera ISD already has an Acceptable Use policy in place. That policy will be amended to address the needs of this Technology Lending initiative including addressing responsible use and care of equipment, responsible use of the district's digital resources and responsible use of the internet. Where possible, the agreement will incorporate the existing Acceptable Use policy. No technology funded by this project will be distributed without parent and student signatory acceptance of the Technology Lending Agreement.

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